



## Fort Dorchester Elementary School

5201 Old Glory Lane  
Summerville, SC 29485

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,094 Students	
<b>Principal</b>	Harolyn Hess	843-832-5550
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	C. Gail Hughes	843-261-3806

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

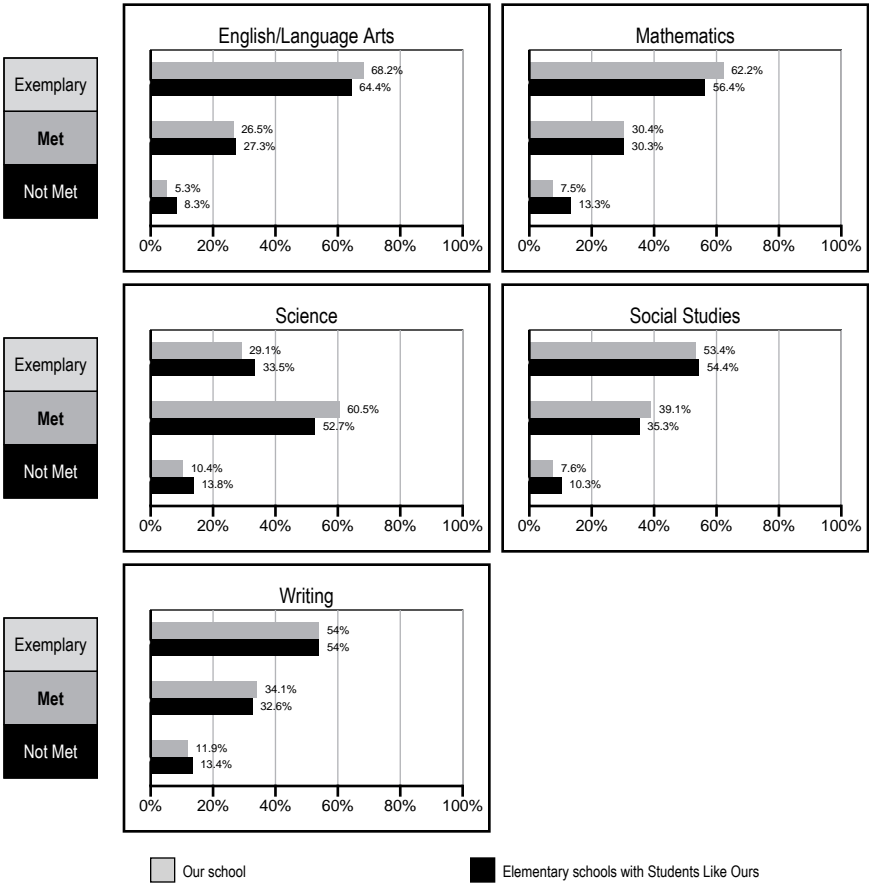
93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	1	1	0	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,094)</b>				
First graders who attended full-day kindergarten	97.3%	Up from 96.7%	100.0%	100.0%
Retention rate	0.8%	Up from 0.7%	0.6%	0.9%
Attendance rate	96.5%	Down from 97.0%	96.8%	96.3%
Served by gifted and talented program	11.3%	N/A	14.3%	7.2%
With disabilities	10.6%	N/A	9.0%	12.4%
Older than usual for grade	0.8%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=67)</b>				
Teachers with advanced degrees	56.7%	Up from 53.6%	66.7%	62.5%
Continuing contract teachers	79.1%	Down from 84.1%	81.4%	83.3%
Teachers returning from previous year	84.3%	Down from 85.8%	90.1%	88.3%
Teacher attendance rate	93.5%	Down from 95.0%	95.1%	95.0%
Average teacher salary*	\$46,155	Up 3.0%	\$49,461	\$48,193
Professional development days/teacher	9.1 days	Up from 8.9 days	10.5 days	11.0 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.3 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.2%	Down from 91.4%	91.1%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,433	Up 13.6%	\$7,088	\$7,364
Percent of expenditures for instruction**	66.0%	Down from 68.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	65.0%	Down from 67.4%	68.5%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Fort Dorchester Elementary our mission statement, "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life," drives our curriculum decisions to meet the needs of our students. To ensure the success of our students, we intertwined "TAILS" (Teamwork, Achievement, Integrity, Leadership, and Service) in all of learning experiences provided to our students. We ended our tenth year serving the instructional needs of 1,200 four year old through fifth grade students. Our 112 member faculty and staff work together to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council and business partners continue to add much to enhance the school's educational programs and environment. Input from these groups allows us to analyze data and look at programs that will provide the best learning environment for our students. Some highlights of our school year include several family night events, Technology Night, a musical performance, a school carnival, Positive Behavior Intervention awards and student awards programs. During the 2012-2013 school year, FDES achieved Palmetto Gold status for overall student achievement and for Closing the Achievement Gap for the third consecutive year. Fort Dorchester Elementary School also received the 2013 Palmetto's Finest Award as one of the best schools in South Carolina.

While test scores for the school continue to improve, dealing with the transient and growing population of our attendance area, and meeting the academic needs of each sub-group of students are the most challenging areas. To meet these challenges we employ our content interventionists, a facilitator and a full-time Instructional Technology teacher specialist. The entire faculty focused on differentiating instruction, implementation of Common Core State Standards, and science instruction to meet the needs of all students. We are committed to meeting the needs of every student by offering differentiated instruction in order to serve each child on their academic level. In addition, we provide staff development for teachers in all academic areas. We will continue to focus on assessing the needs of new students as quickly as possible so that we can provide for areas of need.

This past school year, we have worked toward meeting the needs of each individual child. Data collection through the use of universal screeners helps to determine fluid groups for differentiation in all subject areas. Benchmark tests are used to determine overall and individual student needs. Our plans for the 2013-2014 school year will include staff development revolving around the new Common Core State Standards, which will be fully implemented in all grade levels. We will also focus on the new district RTI (Response to Intervention) model in an effort to better meet the needs of all of our students. This has been a very successful year at Fort Dorchester Elementary.

Harolyn Hess, Principal    Arlene Kinard, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	82	167	111
Percent satisfied with learning environment	98.8%	89.8%	94.6%
Percent satisfied with social and physical environment	98.8%	86.8%	96.4%
Percent satisfied with school-home relations	100%	89.8%	97.2%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Fort Dorchester Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	688.6	681.9	646.9	672.3	99.8	99.8
Male	684.4	683.4	648.1	677.1	100.0	99.7
Female	693.7	680.2	645.1	667.1	99.6	100.0
White	695.0	688.5	653.6	675.1	100.0	99.7
African American	672.4	660.2	627.8	659.1	99.3	100.0
Asian/Pacific Islander	698.0	703.2	662.2	706.5	100.0	100.0
Hispanic	678.5	675.3	635.5	655.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	639.2	630.4	604.0	628.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	676.2	663.4	630.4	654.9	99.3	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	190	100	6.4	11.6	82	93.6
	4	188	100	8	29	63.1	92
	5	187	100	8.4	30.5	61.1	91.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	174	99.4	3.1	19.8	77.2	96.9
	4	192	100	6.6	32.4	61	93.4
	5	183	100	6.2	27.7	66.1	93.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	190	100	9.9	20.3	69.8	90.1
	4	188	100	8	35.2	56.8	92
	5	187	100	9.6	36.5	53.9	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	174	100	9.2	26.4	64.4	90.8
	4	192	99.5	7.2	34.3	58.6	92.8
	5	183	100	7.3	32.2	60.5	92.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	96	100	29.1	36	34.9	70.9
	4	188	100	15.9	68.2	15.9	84.1
	5	94	100	15.7	44.6	39.8	84.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	89	100	11.9	54.8	33.3	88.1
	4	191	100	9.9	60.4	29.7	90.1
	5	92	100	13.5	61.8	24.7	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	94	100	11.5	25.3	63.2	88.5
	4	188	100	6.8	41.5	51.7	93.2
	5	93	100	16.7	39.3	44	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	87	100	11.1	53.1	35.8	88.9
	4	192	100	7.7	36.6	55.7	92.3
	5	91	100	10.1	31.5	58.4	89.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	185	95.1	10	30.6	59.4	90
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	173	97.1	16.4	39	44.7	83.6
	4	192	99	11	39.6	49.5	89
	5	185	94.6	7.6	24.1	68.2	92.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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